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ABSTRACT

This report presents results of a campus climate survey which focused on student perceptions of issues related to race and ethnicity on campuses in the Oregon State System of Higher Education (OSSHE). Following a literature search and questionnaire development, questionnaires were mailed to 5,989 randomly selected students at all seven OSSHE campuses. Analysis of the 2,296 returned questionnaires indicated that: (1) financial aid was a concern for all groups of students, with significant differences among ethnic/racial groups regarding the amount and sources of aid or financial support received; (2) although students reported generally low levels of participation in extracurricular events or ethnic/cultural events, 73 percent said they would feel welcome at such events though 2.7 percent reported feeling rejected; (3) enrollment in diversity-related courses was widespread among all groups (43 percent), with African-American students the most likely to have enrolled in such courses; (4) racial/ethnic diversity was generally viewed as a positive value and experience by students of all groups although there were differences among groups on the value of affirmative action. Implications for policymakers in Oregon are drawn. The questionnaire is appended. (Contains 66 references.)(DB)

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Valuing Diversity: Student Perceptions of Campus Climate in the Oregon State System of Higher Education

Prepared for the
Oregon State Board of Higher Education

Office of Academic Affairs
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Executive Summary

This report presents the results of a campus climate survey conducted by the Oregon State System of Higher Education (OSSHE). Although this study explored many dimensions of campus climate, it was primarily undertaken to gauge student perceptions of issues related to race and ethnicity on OSSHE campuses as well as to guide future policy deliberations. A similar survey was conducted by OSSHE in 1994, but the continuing interest in these issues by the Board, and an upsurge of campus activism nationally, led to a decision to assess the climates of public campuses in Oregon once again.

Initially, a literature search was conducted to discover what scholars of higher education were reporting on this topic. The literature suggested that:

- Students' attitudes about racial diversity vary from group to group, and even on apparently calm campuses, there is usually considerable social distance and alienation from campus life perceived by minority students on predominantly white campuses (Hurtado, 1992).

- The degree of cohesiveness among racial/ethnic groups is enhanced when there are relatively small numbers of minority students on predominantly white campuses. Small groups tend to form subcultures, which create a sense of "we are different" for their members and, as the members interact and bond, they tend to move toward an "us versus them" isolation from the majority group. As a result, a tranquil and diverse student body will not happen by simply putting groups of differing heritage together. There must be a mechanism to encourage positive social interaction among the members of the various groups (Kuh, 1990, 1991).

The survey was conducted during fall term 1996. A draft version of a questionnaire was produced and reviewed by student focus groups on four OSSHE campuses before the survey form was finalized. Questionnaires were then mailed to 5,989 randomly selected students on all seven OSSHE campuses, of which 2,296 were returned in useable form for a response rate of 39.8 percent. The sample was weighted to ensure a meaningful minority-student response. Of the respondents, 57.0 percent were female and 42.4 percent were male. Single students made up 75 percent of the population and 70.2 percent were undergraduates. The distribution of racial/ethnic groups was: Native Americans (3.8 percent), Asian Americans (13.7 percent), African Americans (3.2 percent), Hispanic/Latinos (8.1 percent), and European Americans (68.3 percent). A substantial proportion of respondents (43.3 percent) said they had taken diversity-related courses and 32.4 percent indicated they had participated in diversity-oriented activities.

Among the most important of the study's findings were the following:

- Financial aid was a concern for all students. Native American respondents worked the most hours per week (mean=18.3 hours per week) and received the highest percentage of public and state scholarships (44.8 percent). Asian Americans

received the highest percentage of work study aid (22.6 percent) and also parental financial support (40.8 percent), but they and European Americans received the lowest percentage of state aid (16.2 percent and 16.3 percent respectively). African American students relied heavily on loans (57.5 percent) and received the lowest percentage of parental support (13.7 percent), but they also received the second highest rate of work study (19.2 percent). Hispanic/Latino students relied the heaviest on loans (58.9 percent) and also were the highest percentage group to work off campus (48.1 percent). European Americans relied heavily on loans (52.5 percent), had a better level of parental financial support (34.7 percent), but were second highest in working off campus (46.5 percent).

- Students report generally low levels of participation in many activities outside of class, whether those activities were general extracurricular (81.3 percent reported never or occasionally participated) or in ethnic/cultural events (89.7 percent reported never or occasionally). Additionally, most said that they would feel welcome at such events (73.1 percent said welcome at general events; 58.8 percent said welcome at cultural/ethnic events). However, in a series of statements designed to explore how hospitable their campuses felt, 2.7 percent overall said that they felt rejected.

- Enrollment in diversity-related courses was widespread among all groups (43.3 percent). African American students were the most likely to have enrolled in such courses (46.6 percent) and also were most likely to have participated in diversity-related activities out of class (60.3 percent). Women were more likely than men to have enrolled in a diversity-related class (47.2 percent for women and 38.0 percent for men).

- Racial/ethnic diversity on campus was generally viewed as a positive value and experience by students of all groups. The specifics of satisfaction and dissatisfaction varied by group:

    - African Americans were consistently the most supportive of both diversity and affirmative action.

    - Native American and Hispanic/Latino students were about equally supportive of diversity, but less supportive of affirmative action.

    - Asian Americans were very supportive of diversity (the highest overall) but were the least supportive of affirmative action, along with the European American students.

    - The European Americans were generally positive about diversity, but overall were the least supportive of affirmative action, both with regard to hiring practices and admission standards.

Student satisfaction varied according to the topic. Students were generally pleased with their treatment in classes (92.6 percent), although minority students complained about a lack of faculty role models (e.g., African Americans, 54.8 percent; Asian Americans, 33.8 percent; Native Americans, 31.0 percent were dissatisfied in this regard). For those students expressing an opinion, observations regarding other aspects of campus climate included:

- Students had some reservations that "experiences with different ethnic groups had a major impact on their intellectual development" (45.4 percent agree, 42.5 percent disagree).

- More often than not, students agreed with the statement that they were "more likely to participate in a cultural event or activity" (47.7 percent agree, 37.2 percent disagree).

- Students generally indicated they "share values similar to my faculty instructors" (56.1 percent agree, 26.9 percent disagree), and that "faculty are interested in my academic development" (69.5 percent agree, 25.5 percent disagree).

- A significant proportion of students agreed with the statement "I am satisfied with the time I invest in preparing for classes" (67.1 percent agree, 30.8 percent disagree).

Incidents of discrimination were reported by all racial/ethnic groups on all campuses:

- African American students appeared to experience more discrimination than other groups, reporting the highest percentage at 75 percent (9 of 12) of the categories explored. The percentage of reports exceeded 19 percent in seven categories of discrimination: (1) by student's race (54.8 percent); (2) by other students (41.1 percent); (3) by gender (23.2 percent); (4) by age (20.5 percent); (5) by administrators (20.5 percent); (6) by choosing not to participate in an African American group event (19.2 percent); and (7) by faculty (19.2 percent).

- Native Americans indicated they experienced discrimination from students (20.6 percent), due to their heritage (24.9 percent), gender (21.8), age (18.4 percent), and religion (9.2 percent).

- For Asian Americans, the common types of discrimination reported were from other students (21.1 percent) and due to their heritage (24.9 percent). Discrimination by gender (13.4 percent) and by faculty (13.1 percent) was also reported.

- Hispanic/Latino students reported less overall discrimination, but still significant for them was harassment by other students (15.7 percent), due to their racial heritage (16.2 percent), by gender (15.2 percent), and by faculty (10.8 percent).

- European American students reported the lowest overall rates of discrimination, but still reported negative experiences related to gender (14.0 percent), age (10.1 percent), and from faculty (9.3 percent).

The results of this study suggest the following implications for policymakers in Oregon:

- Campus diversity policies should be deliberately planned and thoughtfully implemented in Oregon's public higher education institutions.

- Oregon's higher education policymakers and administrators need to stay informed and current with the changing perspectives of individual racial/ethnic groups.

- Campus administrators should find ways to keep informed of discriminatory incidents, practices, and attitudes at their institutions, and must be able to take appropriate and timely action to address such behavior.

- Students of all racial/ethnic backgrounds need positive and productive models of racial/ethnic diversity. All students have a right to an environment in which they feel safe and affirmed, and in which diversity becomes an enriching element of their educational experience.

- Finally, this study suggests that minority group students are only partially satisfied with diversity-oriented programs on their campuses. What appears to be more important than programming is access to higher education, especially with regard to financial resources to finish their education and feeling welcome and safe on campus. These universal concerns of college students today are particularly intense among students of color.

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> A diverse educational environment challenges [students] to explore ideas and arguments at the deeper level — to see issues from various sides, to rethink their own premises, to achieve the kind of understanding that comes only from testing their own hypotheses against those of people of other views. Such an environment also creates opportunities for people from different backgrounds, with different life experiences, to come to know one another as more than passing acquaintances, and to develop forms of tolerance and mutual respect on which the health of our civic life depends.
>
> Neil L. Rudenstine
> President, Harvard University
> *Chronicle of Higher Education,* April 19, 1996

Introduction and Rationale for the Study

This report presents results of a campus climate survey that was conducted by the Oregon State System of Higher Education (OSSHE) during fall term 1996. The survey instrument was distributed to a sample of undergraduate and graduate students at the seven Oregon State System institutions.

This first section reviews the first OSSHE-sponsored campus climate survey conducted in 1994, a statement regarding the purpose of the present survey, a rationale for why the data are important, and previews the sections that follow.

The 1994 Survey

The first OSSHE-sponsored campus climate survey was conducted during winter term 1994. It was titled *Student Perceptions of Campus Climate by Race/Ethnicity* and was administered under the direction of the Interinstitutional Minority Affairs Committee (IMAC), which included representatives from the (then) eight schools of the State System. The purpose of the study was to establish a baseline for further program development. It stated (p. 3) that, "as a starting point, this report highlights students' perceptions of campus climate on OSSHE campuses as defined by those activities and programs which have an impact on student diversity by race/ethnicity and educational successes in general."

The 1994 study was comprised of 880 returns out of 3,165 distributed surveys, a response rate of 28 percent. Minority students were deliberately oversampled and made up 41.9 percent of the responses. The results (p. 2) generated four major issues relating to minority students' perceptions of campus climate:

- There were no role models for minority students in their majors.
- Diversity was needed in their majors.
- Faculty members were insensitive to minority group students.
- Racial discrimination existed on Oregon campuses.

The report concluded (p. 10):

> The [State] Board's demonstrated commitment to cultural/ethnic diversity continues to be integral to achievement of educational opportunity and excellence in the State System. Further attention to diversity should include vigorous, affirmative steps to ensure not only recruitment of minority students, but also academic success and degree completion within a supportive campus environment. Of equal importance is attention to recruitment and retention of minority faculty and staff because this is closely linked to student success and is further evidence of Board and institutional commitment to diversity and equity.

Purpose of the 1996 Survey

The study in 1996 refined and focused our efforts to explore campus climate issues. Because of the growing number of challenges to affirmative action and their perceived and real impact on minority student access to higher education, it seemed reasonable to assume that students' perceptions might have changed during the two years since the previous survey. By December 1996, three major court decisions had been issued (*Hopwood* v. *State of Texas; Taxman* v. *The Board of Education of Piscataway Township; Podberesky* v. *Kirwan*) which called racial preferences as a criterion in admissions into question, plus the U.S. Supreme Court refused to hear an appeal of the Fifth Circuit's decision in the *Hopwood* case (Williams, 1996). Additionally, in November 1996, California voters overwhelmingly passed a ballot measure aimed at eliminating affirmative action in education as well as in public employment and government contracting. Hence, this present survey was conducted in a dynamic social environment. We were guided by the words of Baird (1990):

> Information about the climate is a critical addition to the knowledge of most decision makers about their institutions, which is often limited to their personal experience and intuition and those of the relatively few members of the campus community with whom they meet or communicate. Understanding how the members perceive its realities and how they react to their perceptions is important so that decision makers can avoid actions that would be detrimental to their institution (p. 35).

Quite simply, between 1994 and 1996 there was a lot going on regarding campus diversity issues, and from the perspective of many, a lot was at stake. Students, faculty and administrators were all aware that significant changes were taking place on a number of levels, and depending on one's perspective, those changes ranged from very good to very bad. The turbulence nationally was evident in the frequency of articles in the *Chronicle of Higher Education*, which from September 1995 through April 1997 had published 18 articles on major racially-related incidents on the country's campuses. One of those reported incidents took place at an Oregon school (*Chronicle of Higher Education*, March 15, 1996). It seemed likely that few students would be middle-of-the-road on the issue of racial and ethnic diversity on campus.

Why the Data Are Important

The rationale for gathering campus climate data on racial/ethnic diversity has changed somewhat since 1994. The earlier study was aimed at establishing a baseline for programming. The current study is aimed at providing vital information needed to make good policy decisions in a very fluid social and political context. Past assumptions about affirmative action that have developed and been in place since the passage of the Civil Rights Act of 1964 and its Title VI are being overturned. Further, Michael Williams, former assistant secretary of education for civil rights under President Bush, stated, "In planning their admissions and other activities, colleges should remember that no court decision on affirmative action has created a license to discriminate against minority-group students in higher education" (*Chronicle of Higher Education,* November 15, 1996, p. A64).

The survey results represent the perceptions and experiences of OSSHE students. It is their story in response to the questions that we have asked them. As they go about getting the education they desire, they are very significant contributors to the campus climate.

The Structure of the Report

The remainder of this report is divided into four major sections. In the first section, current issues regarding campus climate and racial and ethnic diversity are reviewed. The second section details the background of the 1996 survey, including the research methods used and the demographics of the survey compared with the demographics of OSSHE institutions. The results of the survey are included in the third section, and the fourth section contains a summary and outlines a number of implications.

1. Current Issues in Campus Climate and Racial/Ethnic Diversity

a. <u>Reports from the *Chronicle of Higher Education*</u>

The timeliness of this survey topic is underscored by the fact that racially-motivated incidents have been all too common on the nation's campuses the past eight years. Since the fall of 1989 the *Chronicle of Higher Education* has published accounts of

at least 119 incidents on American campuses (see Table 1) which were the result of some form of racist activity (a mean of 14.9 episodes a year). This is in addition to several hundred articles on the issues of campus climate and racial diversity relating to admissions, financial aid, affirmative action, curriculum, and faculty and staff hiring policies.

Table 1
Racial Incidents on U.S. Campuses Reported by the *Chronicle of Higher Education*

1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97*
15	9	7	32	22	16	14	4

* Incomplete data

Although the figures for the past five years appear encouraging with successive decreases, a conclusion that "the problem is going away" is not warranted. The trend for the three years between 1989 and 1992 could have been interpreted similarly, but the explosion of reported activity in the 1992-93 school year eliminated previous apparent gains.

As an example of the national context for racial incidents, in 1995-96, the last year for which complete records are available, the *Chronicle of Higher Education* published the following articles:

- "2 Oregon State Students Suspended After Racial Incident," March 15, 1996.
- "University of Memphis Fraternity Suspended After Racial Incident," October 6, 1995.
- "Racial Slur Spurs Debates at University of Michigan," April 5, 1996.
- "Arkansas Fraternity Suspended After Racial Incident," September 15, 1995.
- "Students Rally Against Racism at Dartmouth College," February 16, 1996.
- "Student at Center of 'Water Buffalo' Incident Sues University of Pennsylvania," April 19, 1996.
- "South Carolina Campus Cleans Up Racist Graffiti," May 10, 1996.
- "Thousands Protest at Penn State Over Racist Graffiti," November 24, 1995

- "Slurs in Student Newspaper Prompt Protests in Wisconsin," November 24, 1995.

- "University of California Deals With Aftermath of Affirmative-Action Vote," December 15, 1995.

- "University of Iowa Law-Student Group to Continue to Admit Only Blacks," May 3, 1996.

- "17 Athletes Accuse Illinois State University of Bias," October 6, 1995.

- "Interracial Dating Angers Many Black Women at Brown University," May 10, 1996.

- "Dispute Over Housekeeping at University of North Carolina Sparks Racism Charges," May 10, 1996.

From this list, one can see that the range of issues and incidents is quite wide. It includes all areas of the country, public and private institutions, and many different manifestations of racist activity. It should also be kept in mind that only a fraction of the situations which take place at the country's colleges and universities are publicly reported in the media. Although Oregon State System schools do not have an epidemic of racial incidents taking place, some episodes have occurred.

b. <u>An Overview of Campus Climate Research in the United States</u>

Formal studies focused on campus climate with specific attention to racial and ethnic diversity have been relatively few in number (Hurtado, 1992). However, from these studies an unsettling picture has emerged. Hurtado (1992) states, "The research literature suggests that instances of overt racial conflict can no longer be viewed as aberrations or isolated incidents, but rather are indicators of a more general problem of unresolved racial issues in college environments and in society at large" ... [and] ... "recent studies have shown that even on relatively calm campuses there are differences in students' racial attitudes and considerable social distance among students of different racial or ethnic backgrounds. Alienation from the mainstream of campus life is also reported to be particularly acute among minority students on predominantly white campuses" (pp. 540-541). Hurtado's words pointed to the amount of racial conflict that would erupt during the 1992-93 school year and were consistent with Blalock (1967; pp. 148, 545) who hypothesized that: "as the minority percentage increases, we would expect to find increasing discriminatory behavior ... because more members of the minority group will be in direct competition with someone from the dominant group."

Additionally, Kuh (1990) helped establish the context for these issues. Kuh believes that student culture could be described and analyzed from three different perspectives — national, institutional, and cultural. The *national* level is best characterized by Astin's ongoing research in the Cooperative Institutional Research

Program (CIRP) (Astin, 1996) which looks at students from a *monolithic* (Kuh's term) point of view and that "student attitudes and expectations for higher education represent an underlying ethos of student culture" (Kuh, 1990, p. 48). The next level is *institutional*, with student culture very much affected by the given school's mission and philosophy (Kuh, 1991). Student attitudes are often more homogenous in more specialized institutions, and the culture may actually be quite different than what is found in the CIRP data. The third level, which is called *subcultural*, is the most relevant for the purposes of this study. Kuh (1990) defined a subculture as a normative-value system that includes three important features:

- The normative-value system must be *shared* by some group of persons who are in *persisting interaction*,
- The normative-value system must *differ* from the normative-value system of the encompassing student culture, and
- The group must employ mechanisms for *social control*.

(p. 50, italics in original)

These factors are important in understanding how campus culture manifests itself on campuses. By analogy one could say that, if the university is represented by a galaxy, the students' subcultures which they bring to campus are smaller stellar clusters that merge with the larger system. The large galaxy does not absorb the smaller ones, however, because as they intermingle, both are changed in substance by the forces of the mutual interaction. Depending on the emphasis (person-to-person, person-to-system, person-tc-physical setting), this dynamic is called "campus environment" (Insel & Moos, 1974; Corazzini, Wilson & Huebner, 1977; Baird, 1988; Kuh, 1991) or "campus ecology" (Banning, 1978, Banning & Hughes, 1986, Sergent & Sedlacek, 1989). Campus climate, in its most general sense, is a product of the student interacting with the institution at multiple levels. Green (1989) describes campus climate and its relevance to improved minority participation in these terms:

> Campus climate embraces the culture, habits, decision, practices, and policies that make up campus life. It is the sum total of the daily environment, and central to the "comfort factor" that minority students, faculty, staff and administration experience on campus. Students and other members of the campus community who feel unwelcome or alienated from the mainstream of campus life are unlikely to remain. If they do remain, they are unlikely to be successful.
>
> The culture or climate of an organization cannot be quantified or legislated. It is shaped by tradition, values, and attitudes, many of which are unexpressed. Thus, changing the campus climate can be a difficult and elusive task. But, because the climate is so central to all other

efforts to improve minority participation, it is both the point of departure and the culmination of all other efforts (p. 113).

The wisdom of Green's position on the centrality of campus climate is illustrated by the positive impact on campus culture and climate that was made possible by the Civil Rights Act of 1964 (and the various higher education acts passed over the last 30 years), fostering inclusion rather than exclusion of diverse groups.

c. What Higher Education Researchers Have Been Finding

A literature search of campus climate studies generates a list which runs into the thousands of citations. As noted previously, the focused research on campus *racial* climate is modest. Significant work on the issue is being done, however, in both public and private contexts. Foote (1996), for example, directed a survey of the 198 institutions of the Association of Catholic Colleges and Universities. Most studies are not so ambitious though, and are the work of a single institution or relate to a single racial/ethnic group.

Table 2 presents chronologically the campus climate surveys which have been submitted to the Educational Resources Information Center (ERIC) specifically relating to racial diversity and the campus' environment for minority students. The majority of studies (16 of the 24) were conducted by and for individual schools, and most of those were community colleges (11 of the 16). Most of the studies used multi-campus samples. Sylvia Hurtado of the University of Michigan is the author of three of those research projects (1996, 1995, 1994), all related to Latino students. One of Hurtado's important findings (1995) is that there is a significant difference in the behavior of high-academic ability and low-ability students with respect to their interacting with students of different racial ethnic backgrounds. High-ability students are much more likely to "frequently" room with, dine with, study and date students of different backgrounds. In contrast, students who rated themselves as low-ability are the least likely to interact with students of different racial/ethnic heritage.

Table 2
A Chronological Sample of Campus Racial Climate Studies from ERIC, 1990-1996

Year	Author(s)	Title
1996	Foote, et al.	Diversity Within America's Catholic Colleges and Universities
1996	Hurtado, et al.	Latino Student Transition to College: Assessing the Difficulties and Factors in Successful College Adjustment
1995	Baylard, et al.	Mt. San Jacinto College Student Equity Plan

Year	Author(s)	Title
1995	Mack, et al.	Inter-Ethnic Relations on Campus: Can't We All Get Along?
1995	Karpp	Glendale, CA Community College: Assessment of Campus Climate, Spring 1995
1995	Lee	SUNY Student Opinion Survey, 1994, Sections I-IVB
1995	Hurtado, et al.	Social Interaction on Campus: Difference Among Self-Perceived Ability Groups.
1994	Staff	San Diego Community College: Campus Climate Survey, Spring 1994.
1994	High	A Descriptive Study of Southwest College (TX): An Analysis of Selected Variables.
1994	Haro	Latino Persistence in Higher Education: A 1994 Survey of University of California and California State University Chicano/Latino Students
1994	Mattice	College of the Canyons (CA): Campus Climate Survey.
1994	Spicer & Cook	Student Equity Plan, Glendale (CA) Community College.
1994	Staff	Survey of Ethnic/Racial Minority Students Enrolled Fall Semester 1993, Kent State University, Trumbull, OH
1994	Gonzales & Hayner	Cuesta College (CA) Student Equity Plan
1994	Hurtado	The Institutional Climate for Talented Latino Students
1994	Langan & Keeler	Olympic College (WA): Cultural Pluralism Survey Study
1993	Williams	The Development of a Black Student Recruitment Program at Jackson State Community College
1993	Slark, et al.	Rancho Santiago Community College (CA): Educational Equity and Inclusion: An Equity Atlas
1993	Brown	Multicultural Programs: A Campus Assessment by Employees and Students
1993	Kerlin	North Seattle Community College Multicultural Survey 1992: Findings from the Student & Employee Surveys
1992	Boughan	Student Perceptions of the Racial Climate at Prince George's Community College (MD), Spring 1992: A Preliminary Report
1990	Marcus	Improving Racial Harmony on Campus
1990	Abraham & Jacobs	Black and White Students' Perceptions of Their College Campuses (GA)
1990	Fasenmeyer	Mount St. Mary's College (CA): Minority Advancement Program: A Research Report on an Operative Educational Model

Because the questions being asked in these studies cover a wide range of topics, so do students' responses. For example, students are concerned about how welcome they are on campus (Foote, 1996, Karpp, 1995, Mattice, 1994, Kent State University Staff, 1994, Langan & Keeler, 1994). They are also worried about paying for college (Karpp, 1995, Haro, 1994). Minority students and White students alike wonder how they are being perceived by one another (Foote, 1996, San Diego Community College Staff, 1994, Mattice 1994, Kent State University Staff, 1994; Boughan, 1992; Abraham and Jacobs, 1990). Racially disparaging comments by students (but not faculty and staff, generally) are a major concern, though the percentages on given campuses generally run to less than one-third (San Diego Community College Staff, 1994, Mattice, 1994, Kent State University Staff, 1994; Langan and Keeler, 1994). Finally, a given student's race was not the most important factor on how he or she adapted to campus. Rather, the groups the student joined, whether majority or minority, had the major impact (Abrahams & Jacobs, 1990).

Parallel to this research activity, state boards across the country have been active throughout the past decade or so as the issues of racial diversity have developed, particularly with regard to policy commitments to increasing diversity on their campuses. The statement by the Washington State Higher Education Coordinating Board (1992) is typical: "Included in this policy were short- and long-term goals for increasing participation and success by people of color and cultural diversity. Five areas are covered: student enrollment; student retention; degree completion; faculty and staff employment; and institutional climate." Other states present data for their higher education system. For instance, the Illinois State Board of Higher Education (1992) reported, "Significantly fewer Black and Hispanic students transferred into the upper division, completed an associate in arts or associate in science degree prior to transfer, and graduated within four years of transfer in proportion to their numbers than the overall transfer population." The third general group focused on planning for the future. The New Mexico Commission on Higher Education (1988) published a plan titled *Planning for the Class of 2005: A Vision for the Future. The Strategic Plan for Higher Education in New Mexico.* Included are "policies on improving the participation of minorities in higher education ... including statements on financial incentives for improved participation; professional shortages; linking costs, tuition, and financial aid; developmental education; diversification of the delivery of education; and statewide course articulation."

Figueroa (1995) reported on the changing situation in California and observed the growing opposition to affirmative action: "Motivated by a popular belief that reverse discrimination is at work when the highest scoring students do not get into professional schools, some parents have sought redress in the courts. The regents have taken notice. Prominent among their more conservative voices is that of an African American regent who worries publicly about the fairness of affirmative action and suggests the need to do away with it" (p. 76). In the next three to five years, it is reasonable to predict that there will be a whole new set of policy documents as states work on the implications of the dismantling of the doctrine of affirmative action.

2. Background of the 1996 Campus Climate Survey

a. Research Methods

In June of 1996, the OSSHE Office of Academic Affairs contracted with a research firm, MarketLink, to conduct a survey of students on the seven campuses of the Oregon State System. The purpose of the survey was to gather students' perceptions about their schools with regard to campus climate. The survey defined campus climate as, "the patterns and conditions of interpersonal and group relations among individuals participating in a college or university community" (survey form, page 8). The focus of the survey was to specifically look at two major issues: diversity and discrimination/ harassment, although the document covered a wide range of campus issues from academics to extracurricular activities.

With regard to "diversity" the survey sought "to capture student perceptions and relations in a racially and ethnically diverse educational community and student views on campus efforts to promote such a diverse environment" (survey form, page 8).

"Discrimination" and "harassment" were defined as "[referring] to an individual's actual and perceived experiences with, perception of, and mistreatment by another individual or group based on race, ethnicity, gender, religion, sexual orientation, or disability" (survey form, page 8).

In September 1996, student focus groups were held on four OSSHE campuses to comment on the design and content of a prototype document, and the survey forms were mailed out on November 12, 1996. A reminder card was mailed one week later. Forms were received through December 20, 1996.

The sample consisted of 5,989 students randomly selected from student lists supplied by each of the respective schools. The sample was weighted, however, to elicit a larger minority student response. A response rate of 39.8 percent (2,296 usable forms) was achieved. Data entry was conducted as the forms were received. Data tabulation and statistical analysis were then performed. All of the questionnaire data cross-tabulated by 18 selected variables were furnished to OSSHE by MarketLink along with verbatim transcriptions of those items eliciting open-ended responses.

The survey instrument was eight pages in length and comprised of 29 questions (see Appendix). However, after adding all of the categories into which the verbatim responses fell, there were approximately 300 separate items available for analysis. The first page provided a statement of its purpose and a reference to the definitions on the last page. A statement of confidentiality was also included.

As the results of this survey are presented, we have deliberately omitted references to "statistical significance." In fact, the figures reported almost always reflect statistical significance at high levels of confidence, especially when reporting on race/ethnicity issues. In this report we have focused on the figures of most practical significance for a thoughtful discussion of the issues at hand.

b. Survey Demographics Compared to National and OSSHE Institution Demographics

The percentage of minority students (undergraduate and graduate) in the System's institutions is 12.6 percent. The corresponding figure for all Oregon private and public institutions is 13.4 percent (*Chronicle of Higher Education* "Fact Files"). Nationwide, the percentage of minority students averages 19.9 percent, ranging from a low of 4.8 percent (Maine) to a high of 70.6 percent (Hawaii). Two states, California and New Mexico, along with Washington, D.C., have percentages in excess of 40 percent.

Table 3 compares the distribution of racial and ethnic groups in the Oregon population, the proportions of racial/ethnic student groups in OSSHE institutions, and the proportions of racial/ethnic student groups responding to the OSSHE survey.

Table 3
Racial/Ethnic Group Percentages in Oregon

Racial/Ethnic Group	OSSHE %	Survey %	Oregon Population %
African American	1.6	3.2	1.8
American Indian	1.4	3.8	1.4
Asian American	6.4	13.7	2.8
Hispanic/Latino	3.1	8.1	4.2
European American	73.9	68.3	89.8
Nonresident Aliens and Unknown Ethnicity	13.5	--	--

Sources: (1) OSSHE Institutional Research Services, Fall 1996 Fourth Week Enrollment, Report ERDD-03. (2) U.S. Bureau of the Census, Estimates of the Population of States by Race and Hispanic Origin, July 1, 1994.

The differences between the OSSHE percentages and the survey response percentages are due to oversampling of minority students. The percentages of women and men in the State System and represented in the survey were virtually identical. The age distribution of the respondents showed fewer students in the

17-25 and 26-30 age ranges, but the 31-40 year age group answered at more than double their percentage in the population. The 36 years and over group also responded at a higher percentage in the survey than in the general campus population. Class standing produced the largest differences: freshmen and sophomores were underrepresented; seniors, graduate students, and professional students were overrepresented.

3. Results of the Oregon State System Campus Climate Survey

a. Demographics and Student Background Information

As noted, the results of this survey reflect student experience. It is the collective "story" of students that comes together here. The 29 survey items, while providing a wealth of information, are merely a slice of the students' activities and perceptions, however. This section provides a demographic picture of the 2,271 persons who completed the questionnaire.

- Of students responding, 57.0 percent were female and 42.4 percent were male. (Note: For the sake of conciseness, the "no answer" category will not be cited unless it comprises a significant percentage of the whole.)

- Most of the students (74.9 percent) were single and indicated they had no dependents (76.7 percent).

- The distribution of respondents was concentrated in the 21-25 age group at 32.1 percent, and as age increased, the percentage of respondents decreased.

- Most respondents were undergraduates (70.2 percent).

- The percentage of undergraduate respondents increased with class standing: freshmen (13.3 percent), sophomore (13.9 percent), juniors (18.3 percent), and seniors (24.7 percent). The smallest overall classification was those students who indicated they were in a professional program, at 1.8 percent.

Respondents were asked for their grade point average; it should be noted that, since this is a "self-report," the accuracy of what the students indicated cannot be fully assured. However, the data appear consistent with what would be expected for the populations in general. Table 4 displays the percentage of students in each category for cumulative GPA by the students' racial/ethnic classification.

Table 4
A Comparison of GPA with Racial/Ethnic Heritage

Heritage	2.50 or less %	2.51 - 3.00 %	3.01 - 3.50 %	3.51 - 4.15 %
Native American	8.0	32.2	18.4	24.1
Asian American	8.0	23.2	23.2	16.2
African American	11.0	19.2	19.2	28.8
Hispanic/Latino	5.9	20.0	25.4	25.4
European American	7.0	18.2	25.6	33.9
Refused or No Answer	4.4	23.5	25.0	29.4

Resident students made up 77.7 percent of the respondents, nonresident, 21.2 percent, and international students, 1.1 percent. U.S. citizens were 91.8 percent of the respondents, 5.7 percent were U.S. permanent residents, and the remainder are either here on a student visa or declined to answer. Regarding students' language background, English-only students made up 56.6 percent of the sample, 35.6 percent of students indicated they were to some degree bilingual, and 6.5 percent of the students said English was not their primary language.

Relative to degree plans, 55.2 percent of Native Americans were in pursuit of their bachelor's degree, and 33.2 percent said they were working on a master's, doctoral or professional degree. Among Asian American students, 65.3 percent said they were in a baccalaureate program and 30.0 percent were studying for a graduate/ professional degree. Of African American students, 47.9 percent were in a bachelor's program and 45.2 percent were in a graduate/professional program. Hispanic/Latino students listed bachelor's programs at 56.2 percent and graduate/ professional programs at 37.3 percent. Most European American students were in bachelor's programs (59.1 percent); respondents indicating graduate/professional programs were 34.2 percent.

Student retention was probed by asking if the student planned to enroll for credits the following year. Students who said they were planning to take credits next year comprised 72.3 percent. It was not possible to determine how many of the remaining students were not returning for a reason other than graduation.

Several survey items relate to student finances: what kind of financial aid (if any) she or he is receiving, whether students have scholarships; and how many hours per week he or she is working. Table 5 combines the results of these questions cross-tabulated with the student's heritage.

Table 5
Student Financial Resources Listed by Heritage and Type of Aid or Work

Heritage	Work Study %	Loans %	Parent Contri-butions %	Public, State Scholar-ships %	Self Support Off-Campus %	Private Grants, Scholar-ships %	Other %	Average Hours Worked Per Week %
Native American	13.8	46.0	20.7	44.8	40.2	50.6	23.0	18.3
Asian American	22.6	50.6	40.8	16.2	30.3	20.4	18.8	12.5
African American	19.2	57.5	13.7	37.0	30.1	32.9	20.5	16.4
Hispanic/ Latino	14.1	58.9	20.5	36.8	48.1	23.8	16.2	15.2
European American	11.5	52.5	34.7	16.3	46.5	17.0	21.4	14.6
Refused N/A	17.6	50.0	30.9	16.2	38.2	27.9	27.9	13.5

b. <u>Cultural and Ethnic Diversity Course and Activity Participation</u>

Enrollment in courses on cultural and ethnic diversity was a major component of the survey. When asked if they had taken any racial/ethnic diversity courses on their campus, 43.3 percent of student respondents said that they had. The highest proportion of affirmative responses was 57.2 percent at University of Oregon. By ethnicity, responses ranged from 37.9 percent for Native Americans to 46.6 percent for African Americans. Women (47.2 percent) were more likely than men (38.0 percent) to have taken such courses. Students in the higher cumulative GPA category, 3.01-3.50, were most likely (50.0 percent) to have classes in the subject.

Another key aspect of this issue is how many courses the student had taken and if they were required. About one-third of the respondents had taken one course, 26.2 percent had taken two, 14.9 percent had taken three, and 20.0 percent had taken four or more. Asked if any courses were required in their academic programs, 26.6 percent said one; 15.8 percent said two; 8.7 percent said more than two; and 49.0 percent responded that no courses were required for them. Students were asked to rate the impact on campus climate of requiring courses on diversity. Responses were generally more positive than negative, with 55.8 percent indicating it would improve climate somewhat or greatly; 24.9 percent saying it would make no change; and 17.7 percent saying it would worsen the climate somewhat or greatly.

Students were asked whether or not they had participated in any organized diversity-related activity which could include "conferences, workshops, speakers, presentations, etc." Only about one-third of the students said they had. By ethnicity, African Americans led participation at 60.3 percent; Native Americans at 54.0 percent; Hispanic/Latinos at 47.0 percent; Asian Americans at 35.4 percent; and European Americans at 26.9 percent. Of those students who had participated in an activity, 41.3 percent said the experience had been very beneficial, 49.3 percent thought it was somewhat beneficial, and only 8.7 percent felt the activity had not been beneficial.

A number of survey questions probed what might improve campus climate:

- The topic of greatest agreement to improve campus climate was "bring more distinguished racial/ethnic minority educator to campus to serve as visiting scholars" (68.9 percent agree).

- The second most agreed upon idea to improve campus climate was "provide more professional development opportunities for faculty and staff to promote better understanding of campus diversity" (64.2 percent agree).

- Students indicated that "discontinue any financial incentives to recruit underrepresented student minority groups" (48.4 percent disagreed and 25.9 percent said "no change"), and "discontinue any financial incentives to recruit underrepresented faculty minority groups" (46.7 percent disagreed and 27.9 percent said "no change") would worsen campus climate.

c. <u>Student Rating of Academic and Extracurricular Participation and Warmth of Campus Climate</u>

Students were asked to rate not only what they participated in both in and out of class, but also the "warmth" or "coolness" of climate on campus. One item focused on the student's rating of participation in, and another focused on how welcome one felt in, those situations. For the "participation" category, six sub-categories were extracurricular in nature and five were academic; for the "welcome" category, six were student activities and six related to the classroom. As Table 6 illustrates, in 7 of the 12 categories student responses tended toward the "less participation" side. However, when it came to engaging with their peers, seeking advice from staff, or speaking up in class, the students were more strongly toward the direction of "frequently." Importantly, student rating of their campus uniformly fell into the category of generally feeling welcomed. In no ethnic-racial group does the mean fall below 2.00. In fact, with only two exceptions, the percentage of students by ethnicity never falls below 50 percent, and in many cases it exceeds 60 percent and occasionally even 70 percent. The two exceptions are (1) Asian American students rated feeling comfortable speaking out in class at 49.7 percent and (2) European Americans rated feeling comfortable using services that promote racial/ethnic diversity awareness at 49.8 percent.

Table 6
Student Rating of Activities and Academic Climate

Category	Item 6: Mean Score 1=Never 2=Occasionally 3=Frequently	Item 7: Mean Score 1=Rejected 2=Tolerated 3=Welcomed
Getting involved in extracurricular activities	1.72	2.35
Attending campus sports or entertainment events	1.86	2.52
Participating in ethnic/cultural events	1.56	2.31
Getting academic help such as tutoring	1.49	2.26
Getting advice from other students	2.35	2.69
Making your views known in class	2.30	2.53
Studying with students from one of your classes	2.29	2.70
Engaging with faculty in topics after class	1.94	2.45
Volunteering for community service off campus	1.64	2.37
Using services that promote racial/ethnic diversity awareness	1.49	2.14
Asking staff for assistance/advice (e.g., financial, career, cultural awareness)	2.05	2.48
Seeking help from faculty after class	Due to a printing error, this category did not appear in Item 6	2.52

Similarly, only 2.7 percent of respondents say they feel rejected on their campuses. Although it is encouraging that this percentage is small, it represents a disturbing reality for those students who tend to feel their campuses are inhospitable environments.

d. <u>Student Opinions and Perceptions About Their Campus Racial Climate</u>

Students were asked to rate the racial climate on their campuses. One item sought information about their satisfaction with respect to 16 different categories. Another item asked the student to reflect to what degree, if any, he or she had experienced harassment or discrimination on campus using 12 different options. A final item, comprised of 10 statements, asked the student's opinion regarding diversity, with

half of the questions phrased as "negatives" (e.g., "perceptions of racism on campus have been greatly exaggerated").

As has been noted earlier (Green, 1989), "comfort factor" is a key component of student retention. Although measuring the level of comfort is subjective, it involves asking the student how she or he perceives the balance between the campus as a caring environment and his or her educational goals (Stoddard, Johnston and Waggoner, 1995).

Five of the statements met with widespread agreement:

- I believe that I am treated fairly in my classes (92.6 percent agree).
- I believe I will be able to achieve my academic goals at this institution (87.1 percent agree).
- I am satisfied with my opportunities to interact with faculty (78.7 percent agree).
- It was the right decision to attend this university (81.4 percent agree).
- I received family/parental encouragement to continue my education (90.1 percent agree).

Respondents generally tended to disagree with two statements:

- There are too few people on this campus I can identify with (62.5 percent disagree).
- It is difficult to make friends with other students (70.3 percent disagree).

For those students expressing an opinion, more often than not they agreed with the following:

- I have had experiences with different ethnic groups of students that have expanded my social development (70.7 percent agree, 23.7 percent disagree).
- I feel like there are role models for me on the faculty (68.7 percent agree, 23.6 percent disagree).
- I am more likely to participate in a cultural event or activity (47.7 percent agree, 37.2 percent disagree).
- I am satisfied with the time I invest in preparing for classes (69.5 percent agree, 30.8 percent disagree).

- Faculty are interested in my academic development (69.5 percent agree, 25.5 percent disagree).

- I am satisfied with my academic progress toward degree completion (76.5 percent agree, 20.2 percent disagree).

- I share values similar to my faculty instructors (56.1 percent agree, 26.9 percent disagree).

- Interactions with students and faculty from different racial/ethnic backgrounds have had a major impact on my intellectual development (45.4 percent agree, 42.5 percent disagree).

Although these figures seem to be generally encouraging, some data elements foreshadow additional concerns on the part of students of color. For example, with respect to the item on faculty role models, African Americans (54.8 percent), Asian Americans (33.8 percent), Native Americans (31.0 percent), and Hispanic/Latino students (28.6 percent) expressed dissatisfaction.

The issues of harassment and discrimination on State System campuses were also probed. It is here that racial climate comes sharply into focus. The numbers tell two stories, one encouraging and one not-so-encouraging. If the responses are looked at only on the basis of the mean scores from each of the seven schools, the picture is positive. Every institution has a mean below 2.0 ("seldom") on each statement. Averaging the means of the separate schools generates the following figures:

- Eastern Oregon University, 1.26;
- Oregon Institute of Technology, 1.21;
- Oregon State University, 1.25;
- Portland State University, 1.23;
- Southern Oregon University, 1.26;
- University of Oregon, 1.28; and
- Western Oregon University, 1.26.

These averages tell us little about what goes on in the lives of the individual students, however. When student responses are grouped by ethnicity, a different picture emerges. Discriminatory behavior is being experienced by Oregon students. Table 7 provides the detail of student responses.

Table 7
Percentage of Students Reporting "Occasional" to "Frequent" Discrimination by Race/Ethnicity

Discrimination due to:	Native American %	Asian American %	African American %	Hispanic/ Latino %	European American %
By own group for choosing not participate in group's event	14.9	12.1	19.2	11.9	3.1
Faculty	15.1	13.1	19.2	10.8	9.3
Staff	15.1	10.5	17.8	6.5	5.3
Administrators	9.1	8.6	20.5	6.5	5.6
Other Students	20.6	21.1	41.1	15.7	8.5
Student's Race/Ethnicity	19.5	24.9	54.8	16.2	2.5
Gender	21.8	13.4	23.2	15.2	14.0
Sexual Orientation	6.8	2.9	2.8	2.7	2.3
Disability	3.4	0.6	4.1	1.0	1.3
Religion	9.2	4.4	4.1	3.7	5.6
Age	18.4	6.4	20.5	8.1	10.1
English Not First Language	0.0	14.0	6.8	9.2	0.2

Several categories appear to be of the most concern to students, primarily relating to discrimination or harassment coming from *faculty, staff, other students, the student's own racial identity, gender,* and *age*. African Americans report the highest percentage of discrimination in the most categories, being highest among all of the classifications in 9 of the 12. They exceed 19 percent and higher in seven categories. Native Americans said they experience discrimination from other students, their own racial identity, gender, and age. Asian Americans reported discrimination by other students and their own racial identity. Hispanic/Latino students overall reported less discrimination, but the categories of other students, their own racial identity, and gender were the top three. European Americans reported the lowest rates of discrimination, although they also had some negative experiences to report, particularly with respect to gender. Two groups reported religious discrimination of some significance. Over 9 percent of Native Americans said they had been discriminated against on the basis of their religion (9.2 percent). The second highest percentage of religious discrimination was reported by European American students (5.6 percent).

In a separate series of items, students were asked their opinions about racial and ethnic diversity on their campus. Mean score responses further illustrated the strong feelings held by Oregon students (Table 8). The average response, however, does not present the clearest picture, because the items were designed to look for extremes in the students' responses. Hence, the data presented in Table 9 illustrate each group's relative agreement or disagreement with these items.

Table 8

Item 21: Students' Mean Responses to Diversity Statements by Race/Ethnicity

1=strongly disagree; 2=somewhat disagree; 3=somewhat agree; 4=strongly agree

Item	Native American	Asian American	African American	Hispanic/ Latino	European American	Overall
A. Diversity is good for my campus and should be actively promoted.	3.41	3.45	3.44	3.57	3.34	3.38
B. Too many resources have been devoted to academic support services for minorities on my campus.	1.40	1.53	1.23	1.43	1.73	1.64
C. Enough minority faculty have been hired to reflect the percent of minority students.	1.57	1.56	1.25	1.45	1.62	1.57
D. Perceptions of racism have been greatly exaggerated.	1.51	1.55	1.32	1.49	1.51	1.50
E. One problem of pursuing the goal of diversity is the admission of too many underprepared students on my campus.	1.54	1.53	1.16	1.33	1.43	1.43
F. There is a genuine commitment to promoting respect for and understanding of group differences.	2.59	2.37	2.05	2.45	2.47	2.44
G. Affirmative action leads to hiring of less qualified faculty and staff on my campus.	1.33	1.45	1.10	1.33	1.44	1.41
H. Campus racial/ ethnic student organizations encourage interracial intercultural understanding.	2.75	2.44	2.73	2.54	2.24	2.34
I. My campus has achieved a positive climate that helps me feel welcomed on campus.	2.84	2.75	2.25	2.75	2.94	2.86
J. All students benefit from a racial/ethnic diversified campus.	3.22	3.00	3.51	3.29	3.10	3.12

Table 9

Item 21: Percentage of Students' Agreement/Disagreement with Diversity Statements by Race/Ethnicity *

A=agree somewhat and agree strongly; D=disagree somewhat and disagree strongly

Item	Native American	Asian American	African American	Hispanic/ Latino	European American	Overall
A. Diversity is good for my campus and should be actively promoted.	A = 88.5 D = 4.6	A = 91.4 D = 4.5	A = 83.6 D = 12.3	A = 90.3 D = 7.0	A = 87.0 D = 8.6	A = 87.9 D = 7.8
B. Too many resources have been devoted to academic support services for minorities on my campus.	A = 13.7 D = 77.0	A = 16.9 D = 66.3	A = 5.5 D = 89.0	A = 14.6 D = 71.9	A = 27.7 D = 55.7	A = 23.6 D = 60.8
C. Enough minority faculty have been hired to reflect the percent of minority students.	A = 23.0 D = 56.3	A = 25.8 D = 49.0	A = 5.4 D = 87.7	A = 18.9 D = 59.5	A = 31.7 D = 34.2	A = 28.3 D = 41.3
D. Perceptions of racism have been greatly exaggerated.	A = 23.0 D = 45.9	A = 24.2 D = 45.9	A = 13.7 D = 71.2	A = 23.2 D = 46.0	A = 28.1 D = 35.0	A = 26.2 D = 39.2
E. One problem of pursuing the goal of diversity is the admission of too many underprepared students on my campus.	A = 24.1 D = 51.7	A = 28.0 D = 42.1	A = 11.0 D = 61.6	A = 17.3 D = 53.5	A = 25.3 D = 41.9	A = 24.5 D = 44.0
F. There is a genuine commitment to promoting respect for and understanding of group differences.	A = 64.4 D = 26.4	A = 57.0 D = 26.1	A = 34.2 D = 56.1	A = 60.0 D = 26.0	A = 65.4 D = 18.2	A = 62.4 D = 21.8
G. Affirmative action leads to hiring of less qualified faculty and staff on my campus.	A = 19.5 D = 55.2	A = 23.0 D = 48.5	A = 5.5 D = 76.8	A = 14.6 D = 64.3	A = 23.2 D = 47.3	A = 21.4 D = 50.5
H. Campus racial/ ethnic student organizations encourage interracial intercultural understanding.	A = 72.4 D = 14.9	A = 61.8 D = 18.8	A = 67.1 D = 23.3	A = 64.9 D = 16.2	A = 57.6 D = 18.7	A = 60.0 D = 18.5
I. My campus has achieved a positive climate that helps me feel welcomed on campus.	A = 74.7 D = 20.6	A = 72.0 D = 19.7	A = 46.6 D = 43.8	A = 71.9 D = 17.8	A = 79.1 D = 13.0	A = 75.9 D = 16.1
J. All students benefit from a racial/ethnic diversified campus.	A = 80.5 D = 10.3	A = 77.1 D = 10.1	A = 87.7 D = 10.9	A = 83.2 D = 8.1	A = 79.6 D = 11.3	A = 79.9 D = 10.8

* The no-answer category has not been included so percentages do not add up to 100 percent.

Below, each of the statements is briefly discussed in the order it appeared in the questionnaire.

A. Diversity is good for my campus and should be actively promoted by students, staff, faculty, and administrators. The mean response for this item was 3.38 (see Table 8 for scale), and 61.5 percent of all students strongly agreed with it. The two groups of students who agreed most uniformly were the Asian Americans (91.4 percent) and Hispanic/Latinos (90.3 percent). Native Americans and European Americans were next with 88.5 percent and 86.7 percent respectively. African American students agreed the lowest percentage of all the groups (86.7 percent), and at the same time had the highest percentage strongly disagreeing at 9.6 percent. The second largest percent of students who strongly disagreed were Hispanic/Latino (3.8 percent).

B. Too many resources have been devoted to academic support services for racial/ethnic minority groups on my campus. The mean response for this statement was 1.64, with 36.1 percent of the students strongly disagreeing and 24.7 percent somewhat disagreeing. African American students strongly disagreed with the statement (89.0 percent) and at the same time they were the smallest percentage who strongly agreed (1.4 percent). Native Americans and Hispanic/Latinos disagreed at percentages more than 70 percent, and Asian Americans disagreed at 66.3 percent. European Americans had the lowest percentage of agreement (55.7 percent) and at the same time had, by far, the highest percentage of somewhat agreeing (17.8 percent) and strong agreement (9.9 percent), totaling 27.0 percent.

C. Enough minority faculty have been hired to reflect the percentage of minority students on campus. The mean response for this statement was 1.57. This statement suggests strong differences of opinion between majority and minority students. European Americans also were split among themselves, with 34.2 percent disagreeing and 31.7 percent agreeing. African Americans uniformly disagreed with the statement (87.7 percent). Hispanic/Latino students disagreed with the statement at a rate of three to one (59.5 to 18.9 percent), Native Americans at a rate of just over two to one (56.3 to 23.0 percent), and Asian Americans at two to one (49.0 to 25.8 percent).

D. Perceptions of racism on campus have been greatly exaggerated. The mean response for this item was 1.50. The African American students had, by far, the strongest disagreement (71.2 percent) and smallest percentage of agreement (15.1 percent). The Native Americans, Asian Americans, and Hispanic/Latinos all agreed at a rate of 46.0 percent and disagreed at a rate half of that. The European Americans had the smallest percentage of disagreement (35.0 percent) and the largest agreement (28.9 percent).

E. One problem of pursuing diversity is the admission of too many under-prepared students on my campus. The mean response for this statement was 1.43. The responses to this statement were divided into three definable levels. The African American students disagreed most strongly (61.6 percent), and, as in the earlier

statements, also agreed in the smallest percentage (11.0 percent). The Hispanic/Latino students and Native Americans made up the second level, with disagreement percentages of 53.5 percent and 51.7 percent respectively, although their responses for agreement were not as close (Hispanic/Latinos, 17.3 percent; Native Americans, 23.5 percent). The third level of responses were the Asian Americans and European Americans, whose percentages of disagreement were 42.1 percent and 41.9 percent. Asian American students agreed most often with the statement (28.0 percent).

F. There is genuine commitment to promoting respect for and understanding of group differences. The mean response for this statement was 2.44. There were once again three distinct levels of perception. Only one-third of the African American students agreed with the statement and 56.1 percent disagreed. The percentage of strong disagreement (16.4 percent) was more than double of any other group. The Asian Americans and the Hispanic/Latinos made up the second level, agreeing 57.0 percent and 60.0 percent, and disagreeing at the rate of 26.0 percent each. The third and highest level of agreement was shared by the Native American (64.4 percent) and European American (65.4 percent) students. The Native Americans, like the level two group, disagreed at a rate of 26.0 percent. The European Americans had the smallest percentage of disagreement (18.2 percent).

G. Affirmative action leads to the hiring of less qualified faculty and staff on my campus. The mean response for this statement was 1.41. The African American students emphatically disagreed with the statement, fully 65.8 percent strongly disagreeing, and only 5.5 percent agreeing at all. The Hispanic/Latino students expressed the next highest percentage of strongest disagreement (45.9 percent), followed by the Native Americans (39.1 percent). Their levels of agreement were at 14.6 percent and 19.5 percent respectively. The two remaining groups, the European Americans and the Asian Americans, were very close in their percentages, generally disagreeing at the rates of 47.3 percent and 48.5 percent respectively. They also had the highest levels of agreement, with the Asian American at 23.0 percent and European Americans at 22.5 percent.

H. Campus racial/ethnic student organizations encourage interracial/intercultural understanding. The mean response for this item was 2.34. The strongest agreement for this statement came from the Native American students (72.4 percent), and they also had the smallest percentage of disagreement (14.9 percent). The Asian Americans, Hispanic/Latinos, and European Americans were fairly close together agreeing at the rates of 61.8 percent, 64.9 percent, and 57.6 percent respectively. Their percentages of disagreement were even closer, ranging from 16.2 to 18.8 percent. The African American students had the second highest percentage of agreement (67.1 percent), but they also had the very highest level of disagreement (23.3 percent).

I. My campus has achieved a positive climate that helps me feel welcomed on campus. The mean response for this statement was 2.86. Four of the five groups expressed fairly strong agreement. In descending order, the percentages were, European Americans (79.1 percent), Native Americans (74.7 percent), Asian Americans

(72.0 percent), and Hispanic/Latinos (71.9 percent). Their percentages of disagreement were also close, ranging from 17.8 to 20.6 percent, with the exception of the European American students who disagreed only at a rate of 13.0 percent. The African American students were split in their responses. The percentage of those who agreed was 46.6 percent and the percentage who disagreed was 43.8 percent.

J. All students benefit from a racial/ethnic diversified campus. The mean response for this statement was 3.12. The strongest agreement came from the African Americans (87.7 percent) and the Hispanic/Latinos (83.2 percent). The remaining three groups were not far behind, however. The Native Americans (80.5 percent), European Americans (79.6 percent), and Asian Americans (77.1 percent) were very close in their levels of agreement. The range of disagreement went from 8.1 percent (Hispanic/Latinos) to 11.3 percent (European Americans). African Americans, whose 8.2 percent was more than twice that of any other group, most strongly disagreed.

Summary and Implications

The goal of this study was to develop information useful to policymakers in their deliberations. Detailed data have been presented in the previous sections of this report. Among many specific observations and findings of interest, several stand out:

- From the literature review, it is clear that campus climate is a legitimate and important topic of study for both academic researchers and policymakers. Moreover, in recent years issues of race and ethnicity have been of great concern stemming from race/ ethnicity-related incidents at numerous American institutions of higher education.

- In order to specifically explore the climate of State System campuses, during the fall of 1996, surveys were sent to 5,989 randomly-selected Oregon students (with an oversampling of students of color). Surveys were returned by 2,296 students for a response rate of 39.8 percent.

- Financial aid was a major issue for all respondents. Native Americans reported working the greatest average number of hours per week (18.3 hours) and had the highest percentage of public and state scholarships (44.8 percent). Asian Americans led participation in work study (22.6 percent) and also had the highest percentage of parent contributions to their college expenses but, along with European Americans, reported receiving the smallest percentage of scholarship aid from the state (16.2 percent and 16.3 percent respectively). African Americans relied heavily on loans (57.5 percent) and reported the lowest percent of parent contribution (13.7 percent), but also had the second highest percentage of work study (19.2 percent) and average hours worked per week (16.4 percent). Hispanic/Latino students relied most heavily of all groups on loans (58.9 percent) and were the highest in reporting having to support themselves off-campus (48.1 percent). European Americans relied heavily on loans (52.0 percent), were the

second highest in parental support (34.7 percent), but were also the second highest in self-support off-campus (46.5 percent).

- Students' participation in events outside of class, whether in general extracurricular events or in specific ethnic/cultural activities, was fairly low. However, students' perception of their feeling welcome at events was fairly positive. Overall, only a small proportion of students said they did not feel at all welcome on their campuses (2.7 percent).

- Enrollment in "diversity courses" was widespread, with 43.3 percent of all respondents indicating they had completed at least one such class. Among the racial/ethnic groups, African Americans were the most likely to have had this experience (46.6 percent), and women were more likely to have enrolled in a class than men (47.2 to 38.0 percent). African Americans were also the most active in their participation in diversity workshops, conferences, and similar programs (60.3 percent).

- Students expressed widespread agreement with being treated fairly in their classes (92.6 percent); that they were able to achieve their academic goals at their institution (87.1 percent); with their opportunities to interact with faculty (78.7 percent); and that they received family/parental support to continue their education (90.1 percent). Students also generally indicated that there were enough people on campus with whom they could identify (62.5 percent) and that they were able to make friends with other students (70.3 percent). With respect to faculty role models, however, the minority group students expressed some degree of dissatisfaction with the lack of faculty role models: African Americans (54.8 percent), Asian Americans (33.8 percent), Native Americans (31.0 percent), and Hispanic/Latino students (28.6 percent).

- Incidents of discrimination were reported by all racial/ethnic groups on all campuses. The most frequently reported type of discrimination appeared to come from fellow students and was attributed to the student's race/ethnicity. Faculty, staff, and administrators were also mentioned as discriminating against others but at quite lower rates. Other types of discrimination most often reported were attributed to gender and age.

- Students' overall view of diversity as a positive component of campus climate varied from group to group and depended on the particular issue. African American students were consistently the most supportive of diversity, affirmative action, and the elimination of racism. Similarly, Native American and Hispanic/Latino students often were in close agreement with African American students about diversity as a value, but were less supportive of affirmative action. Asian American students were also very highly supportive of diversity (in fact, the highest overall), but were far less supportive of affirmative action, and, on a number of items responded similarly to European American students on this set of issues. The European American students were third highest among the groups in their support of diversity as a positive campus value, but were divided on the issue of the incidence of racism and

were consistently the least supportive of affirmative action, both with regard to hiring practices and admission.

These findings suggest several implications for the Oregon State Board of Higher Education, campus administrators, faculty, students, and other interested stakeholders. As future policy deliberations take place, the following points may be important to keep in mind:

- Campus diversity policies should be deliberately planned and thoughtfully implemented in Oregon's public higher education institutions. The forces present in campus society will not produce a harmonious racial climate by default. Clearly there is room for improvement of campus climate as perceived by students.

- The survey results indicate that student racial/ethnic groups have contrasting perceptions and priorities regarding campus racial/ethnic diversity. Oregon's higher education policymakers and administrators need to stay informed and current with the changing perspectives of individual groups.

- The survey results suggest that System campuses do not have a major problem with discriminatory behavior by students, faculty, or staff. There are, however, persistent reports of discriminatory behavior and these cannot be ignored. Campus administrators should find ways to keep informed of discriminatory incidents, practices, and attitudes at their institutions, and must be able to take appropriate and timely action to address such behavior. All members of the campus community should be expected to hold themselves and each other to high standards of interpersonal respect and civility.

- Diversity as a value is seen as positive by most Oregon students regardless of their heritage. Students of all racial/ethnic backgrounds need positive and productive models of racial/ethnic diversity. All students have a right to an environment in which they feel safe and affirmed, and in which diversity becomes an enriching element of their educational experience.

- Survey responses suggest that minority group students are only partially satisfied with diversity-oriented programs on their campuses. These programs could be evaluated and monitored and efforts mounted to improve them. What appears to be more important than cultural programming is access to higher education, having enough financial resources to stay in school and achieve educational goals, and feeling welcome and safe on campus. These universal concerns of college students today are perhaps most intense among students of color.

Addressing these implications is likely not only to improve the climate at individual institutions in the Oregon State System, but would also help movement toward the ideal of the "just community" that was advocated by the late Ernest Boyer while serving with the Carnegie Foundation for the Advancement of Teaching:

Higher learning builds community out of the rich resources of its members. It rejects prejudicial judgments, celebrates diversity, and seeks to serve the full range of citizens in our society effectively. In strengthening campus life, colleges and universities must commit themselves to building a *just* community, one that is both equitable and fair ... A just community is a place where diversity is aggressively pursued. In the coming decade colleges and universities must commit themselves to increase enrollment of minority students so that their population in higher education at least matches their representation in the population (Boyer, 1990, pp. 25, 35; emphasis in original).

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OSSHE
Campus Climate

Student Survey

This is a very important study concerning cultural diversity on Oregon State System of Higher Education campuses. So please take the time to answer all of the questions. We value your opinions. And the validity of our results will depend on the completeness and accuracy of your responses. To assist you we have defined a short list of key terms on the last page of this survey.

♦ Confidentiality ♦

We ensure complete confidentiality and anonymity of your responses.
Data from this survey will be reported at an aggregate level only.
No specific information from this survey will be shared
with Financial Aid, Registrar/Admissions, or other campus offices.

1. OSSHE college/university you currently attend

1	( )	EOSC	5	( )	PSU
2	( )	OHSU	6	( )	SOSC
3	( )	OIT	7	( )	UO
4	( )	OSU	8	( )	WOSC

2. Gender 1 ( ) Male 2 ( ) Female

3. Marital status 1 ( ) Married 2 ( ) Single

4. Number of dependents _____

5. Age _____

♦ PLEASE COMPLETE OTHER SIDE ♦

6. How frequently have you participated in each of the following?
(please circle the appropriate response):

		Frequently	Occasionally	Never
a.	Getting involved in extramural activities (e.g., student gov't, recreation)	3	2	1
b.	Attending campus sports/entertainment events	3	2	1
c.	Participating in ethnic/cultural activities	3	2	1
e.	Getting academic help such as tutoring	3	2	1
f.	Getting advice from other students	3	2	1
g.	Making your views known in a class	3	2	1
h.	Studying with students from one of your classes	3	2	1
i.	Engaging with faculty in academic topics after class	3	2	1
j.	Volunteering for community service off campus	3	2	1
k.	Using services that promote racial/ethnic diversity awareness	3	2	1
l.	Asking staff for assistance/advice (e.g., financial, career, cultural awareness)	3	2	1

7. Now looking at these same items again, how would you characterize your sense of being welcomed in each setting or activity? *(please circle the appropriate response)*

		Welcomed	Tolerated	Rejected
a.	Getting involved in extramural activities (e.g., student gov't, recreation)	3	2	1
b.	Attending campus sports/entertainment events	3	2	1
c.	Participating in ethnic/cultural activities	3	2	1
d.	Seeking help from faculty after class	3	2	1
e.	Getting academic help such as tutoring	3	2	1
f.	Getting advice from other students	3	2	1
g.	Making your views known in a class	3	2	1
h.	Studying with students from one of your classes	3	2	1
i.	Engaging with faculty in academic topics after class	3	2	1
j.	Volunteering for community service off campus	3	2	1
k.	Using services that promote racial/ethnic racial/ethnic diversity awareness	3	2	1
l.	Asking staff for assistance/advice (e.g., financial, career, cultural awareness)	3	2	1

8. What is your current class standing?

1	( )	Freshman	4	( )	Senior
2	( )	Sophomore	5	( )	Graduate
3	( )	Junior	6	( )	Professional

♦ PLEASE COMPLETE NEXT PAGE ♦

9. **Did you enter your current college as a freshman?**

1 ( ) Yes — *then please skip to question 10*
2 ( ) No — *then where did you transfer from?*

1 ( ) Community/Junior College
2 ( ) Four-Year College or University
3 ( ) Other Postsecondary (mechanical, vocational, business)
4 ( ) Other (specify): _____

10. **What is your current academic major?** _____

98 ( ) Undecided 99 ( ) None

11. **What degree do you plan to complete at your current campus?**
(please check only one)

1 ( ) Bachelor's
2 ( ) Master's
3 ( ) Doctorate
4 ( ) Professional (J.D., M.D., etc.)
5 ( ) Other (please specify): _____

12. **How many credits have you earned toward completing your academic degree?**
_____

13. **Do you plan to enroll for credits at your current campus next year?**

1 ( ) Yes — *then please skip to question 14*
2 ( ) No — *why aren't you planning to enroll next year?*
_____

14. **What is your cumulative GPA (as of last complete term)?** _____

15. **Please indicate the extent to which you agree or disagree with each of the following statements, where a "4" means you agree strongly and a "1" means you disagree strongly:** *(please circle the appropriate response)*

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Sure
a. I am treated fairly in my classes	4	3	2	1	0
b. I believe I will be able to achieve my academic goals at this institution	4	3	2	1	0
c. I have had experiences with different ethnic groups of students that have expanded my social development	4	3	2	1	0

♦ PLEASE COMPLETE OTHER SIDE ♦

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Sure
d. I am satisfied with my opportunities to interact with faculty	4	3	2	1	0
e. There are too few people on this campus I can identify with	4	3	2	1	0
f. I feel that there are role models for me on the faculty	4	3	2	1	0
g. It was the right decision to attend this college/university	4	3	2	1	0
h. I am more likely to participate in a cultural event and activity	4	3	2	1	0
i. I am satisfied with the time I invest in preparing for classes	4	3	2	1	0
j. Faculty are interested in my academic development	4	3	2	1	0
k. Most other students have different values and attitudes than mine	4	3	2	1	0
l. I am satisfied with my academic progress toward degree completion	4	3	2	1	0
m. It is difficult to make friends with other students	4	3	2	1	0
n. I share values similar to my faculty instructors	4	3	2	1	0
o. I receive family/parental encouragement to continue my education	4	3	2	1	0
p. Interactions with students and faculty from different racial/ethnic backgrounds have had a major impact on my intellectual development	4	3	2	1	0

16. What type of financial assistance do you currently receive to support your education?

1 ( ) Work study (on & off campus)
2 ( ) Loans
3 ( ) Parent contribution
4 ( ) Public/State scholarship
5 ( ) Self support (non-work study) off campus
6 ( ) Private grants/scholarships
7 ( ) Other (please specify): _____

17. Are you the recipient of a scholarship from any of the following programs?

1 ( ) Oregon Laurels
2 ( ) Presidential Scholar
3 ( ) Portland Teacher Program
4 ( ) UMASP Freshman *(Underrepresented Minority Achievement Scholarship Programs)*
5 ( ) UMASP Junior *(Underrepresented Minority Achievement Scholarship Programs)*
6 ( ) Other (please specify):

♦ PLEASE COMPLETE NEXT PAGE ♦

18. On the average, how many hours per week do you work to support your education? _____

19. Have you experienced any of the following since coming to your current campus? *(please circle the appropriate response)*

	Frequently	Occasionally	Seldom	Never
a. Felt harassed or discriminated against by your own racial/ethnic group because you chose not to participate in campus activities related to your own group	4	3	2	1
b. Felt harassed or discriminated against by:				
1. Faculty	4	3	2	1
2. Staff	4	3	2	1
3. Administrators	4	3	2	1
4. Students	4	3	2	1
c. Felt harassed or discriminated against due to your:				
1. Race/ethnicity	4	3	2	1
2. Gender	4	3	2	1
3. Sexual orientation	4	3	2	1
4. Disability	4	3	2	1
5. Religion	4	3	2	1
6. Age	4	3	2	1
7. First language is not English	4	3	2	1

20. What is your residency classification for admissions and fee purposes?

1 ( ) Resident 2 ( ) Nonresident

21. To what extent do you agree that each of the following statements is true of your campus: *(please circle the appropriate response)*

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Opinion
a. Diversity is good for my campus and should be actively promoted by students, staff, faculty, and administrators	4	3	2	1	0
b. Too many resources have been devoted to academic support services for racial/ethnic minority groups on my campus	4	3	2	1	0

♦ PLEASE COMPLETE OTHER SIDE ♦

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Opinion
c. Enough minority faculty have been hired to reflect the percentage of minority students on campus	4	3	2	1	0
d. Perceptions of racism on campus have been greatly exaggerated	4	3	2	1	0
e. One problem with pursuing the goal of diversity is the admission of too many under-prepared students on my campus	4	3	2	1	0
f. There is a genuine commitment to promoting respect for and understanding of group differences	4	3	2	1	0
g. Affirmative action leads to the hiring of less qualified faculty and staff on my campus	4	3	2	1	0
h. Campus racial/ethnic student organizations encourage interracial/intercultural understanding	4	3	2	1	0
i. My campus has achieved a positive climate that helps me to feel welcomed on campus	4	3	2	1	0
j. All students benefit from a racial/ethnic diversified campus	4	3	2	1	0

22. Citizenship status

1 ( ) U.S. Citizen
2 ( ) U.S. Permanent Resident
3 ( ) International Visa
4 ( ) Other

23. Which of the following is most appropriate in your case?

1 ( ) English is the only language I speak
2 ( ) English is my primary language but I also speak the following language(s):

_____

3 ( ) English is not my primary language; my primary language is:

_____

24. In your opinion, how would each of the following changes improve the campus climate? *(please circle the appropriate response)*

	Greatly Improve	Somewhat Improve	No Change	Somewhat Worsen	Greatly Worsen
a. Promote more programs that recognize and bring together distinctive cultural heritages or diverse lifestyles	5	4	3	2	1

♦ PLEASE COMPLETE NEXT PAGE ♦

	Greatly Improve	Somewhat Improve	No Change	Somewhat Worsen	Greatly Worsen
b. Require students take courses focusing on issues, research and perspectives of racial/ethnic minority groups	5	4	3	2	1
c. Provide more awareness/sensitivity workshops or programs to help students become more aware of the issues, perspectives, and needs of racial/ethnic minorities	5	4	3	2	1
d. Provide more professional development opportunities for faculty and staff to promote better understanding of campus diversity	5	4	3	2	1
e. Bring more distinguished racial/ethnic minority educators to campus to serve as visiting scholars	5	4	3	2	1
f. Discontinue any financial incentives to recruit underrepresented minority groups:					
1. Faculty	5	4	3	2	1
2. Student	5	4	3	2	1

25. Have you taken racial/ethnic (cultural) diversity related courses on your campus?

1 ( ) Yes, then . . .

a. How many such courses have you taken? _____

b. How many such courses were you required to take? _____

2 ( ) No

26. In the past year, have you participated in any organized activities (conference, workshop, speakers, presentations, etc.) designed to promote sensitivity toward issues of diversity at your current campus?

1 ( ) Yes, then . . .

Overall, how beneficial did you think these activities were?

1 ( ) Very beneficial

2 ( ) Somewhat beneficial

3 ( ) Not beneficial

2 ( ) No

♦ PLEASE COMPLETE OTHER SIDE ♦

27. **Educational, state, and federal agencies use the following list of ethnic/racial classifications?** *(please check the **one** which best describes your heritage)*

1 ( ) American Indian/Alaskan Native
2 ( ) Asian/Pacific Islander
3 ( ) Black/African American
4 ( ) Hispanic/Latino
5 ( ) White/European American

Now please tell us in your own words to which racial/ethnic group(s) you belong:

_____

28. **What do you think can be done on your campus to improve your campus educational experience?**

_____

_____

_____

_____

29. **Do you have any other views about the issue of diversity not addressed in this questionnaire which you believe have had an impact on your educational experience?**

_____

_____

_____

♦ ***THANK YOU FOR YOUR TIME IN COMPLETING THIS SURVEY*** ♦

KEY TERMS

Campus Climate: *In general campus climate is defined by the patterns and conditions of interpersonal and group relations among individuals participating in a college or university community.*

Diversity: *This survey attempts to capture student perceptions of their experience and relations in a racially and ethnically diverse educational community and student views on campus efforts to promote such a diverse environment.*

Discrimination and Harassment *refers to an individual's actual and perceived experiences with perception of and mistreatment by another individual or group based on race, ethnicity, gender, religion, sexual orientation, or disability.*